DOCUMENT RESUME

ED 159 215 TM 007 523

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| TITLE | A Guide for the Evaluation of Instructional Materials Under Chapter 622. |
| INSTITUTION | Massachusetts State Dept. of Education, Boston. |
| PUB DATE | [75] |
| NOTE | 32p. |
| EDRS PRICE | MF-$0.83 HC-$2.06 Plus Postage. |
| DESCRIPTORS | Annotated Bibliographies; Bias; Check Lists; *Content Analysis; Cultural Images; Elementary Secondary Education; *Ethnic Stereotypes; Evaluation Criteria; Fiction; *Instructional Materials; Library Materials; *Racial Discrimination; Reading Materials; Sex Fairness; *Sex Stereotypes; State Legislation; Stereotypes; *Textbook Bias |
| IDENTIFIERS | Massachusetts |

ABSTRACT

Since materials used in the classroom play a vital role in the educational process, it is essential that educators develop an awareness of sex and racial stereotyping in instructional materials. Massachusetts regulations adopted in 1975 require that schools present all cultures, nationalities, sexes, and races in fair perspective. This booklet has been designed to aid administrators and teachers in identifying stereotyping in materials presently in use, and to evaluate new materials prior to purchase. Check lists are presented to aid in evaluating stereotyped portrayals in fiction, readers, mathematics and science texts, social studies materials, and school library collections. An annotated list of bibliographies on teaching materials, children's books, audiovisual materials, reference works, and information sources contains about 50 entries. (Author/CTM)

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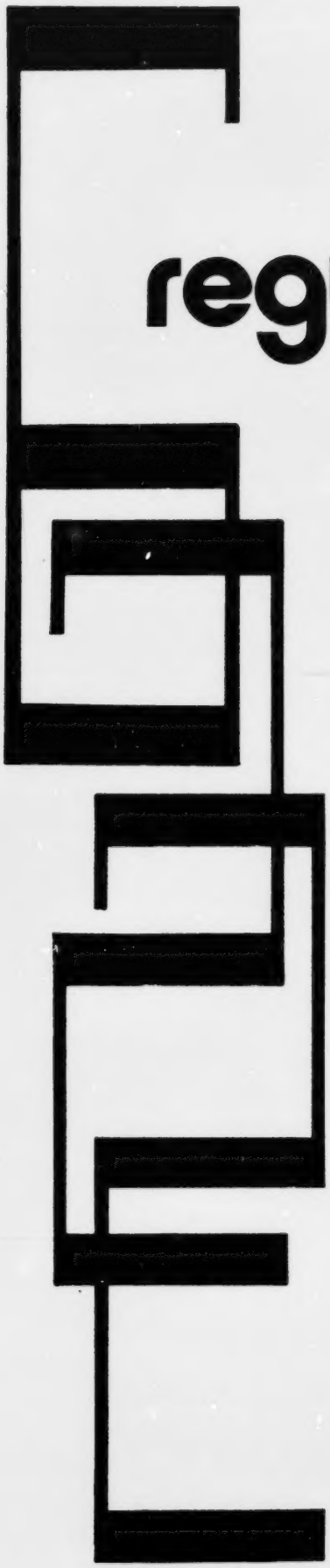

# regulations

# pertaining to curricula

5.00 CURRICULA

5.01 The curricula of all public school systems shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and color.

5.02 All school books, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.

5.03 School books, instructional and educational materials purchased after the date of these regulations shall, in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive roles.

Extracted from 622 Regulations
adopted by the Massachusetts
Board of Education, June 24, 1975

## FOREWORD

Chapter 622 recognizes the need for the curricula of all public schools to "present in fair perspective the culture, history, activities and contributions of persons and groups of different races, nationalities, sexes and colors." Although many new texts reflect greater understanding of our current pluralistic society, earlier publications either ignored the contributions of women and racial and ethnic minorities or provided only sterotypical representations, thereby creating an incomplete or distorted image of these people.

Curriculum materials, through wording and illustrations, picture a world which children assume to be accurate and appropriate. The small percentage of minority individuals depicted in elementary textbooks affords the minority child limited opportunity for positive role identification and denies all children an accurate and well-rounded picture of our pluralistic society. Women, although they comprise 53 percent of the United States population, are represented in only 31 percent of elementary textbook illustrations. At higher grade levels, the percentage of women and minorities included is even lower.1

Images of girls and boys in textbooks usually differ dramatically. Boys are portrayed as active — girls as passive; boys are pictured outdoors — girls indoors. Through both content and illustrations, boys are encouraged to be skillful and adventurous — girls to pursue homemaking and grooming. Feminine success is frequently reserved for the pretty girl who learns to serve, to please, and to watch others, but male success is the result of independent behavior and activity. Girls are allowed a wide range of emotional expression, but boys are taught to control their emotions. Many science and math books depict boys as actively involved in the learning experience while girls, in many instances, are baffled by even the simplest problems. Social studies texts usually present activities as sex-segregated, with mothers teaching daughters domestic skills and fathers teaching sons vocational skills. Both sexes are thus channelled into stereotypical role behavior rather than allowed to develop into full human beings.

Images of women and men are also limiting. In most elementary readers, the adult male is shown in a wide variety of occupational roles, but the image of woman as housewife and mother is usually presented as the only option for girls, despite the fact that 40 percent of the United States labor force is female.2 Where women are depicted in work outside the home, they are generally found in a few stereotypical occupations.

In presenting females and minorities with little basis for self-identification and few positive models to emulate, textbooks have denied them the opportunities to build positive self-concepts. Instead, students have been presented with stereotypes of women and minorities which imply sexual and racial inferiority. All students have thus been deprived of exposure to the varied cultural groups and lifestyles of our diverse society. These textbooks provide little help to foster relationships based on human qualities rather than stereotypical expectations.

In order to correct these frequent misconceptions and provide a positive model for change, Chapter 622 requires that materials be reviewed for stereotyping, that students be taught to recognize stereotyping, and that guidelines be established to insure that new materials purchased be sensitive to the needs of all students regardless of race, color, sex, religion, or national origin.

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1. Weitzman, Lenore J. and Diane Rizzo, *Biased Textbooks: A Research Perspective: Action Steps You Can Take*, National Foundation for the Improvement of Education, Washington, D.C., 1974 (p.2)

2. Figure from United States Department of Labor, Bureau of Labor Statistics

## HOW TO USE THIS BOOKLET

Since materials used in the classroom play a vital role in the educational process, it is essential that educators develop an awareness of sex and racial stereotyping in instructional materials. This booklet has been designed to aid administrators and teachers to identify stereotyping in materials presently in use and to evaluate new materials prior to purchase.

This process is most effective when members of teaching teams or departments can meet together and analyze actual classroom materials in light of the available guidelines. Group analysis will not only cover more materials but also provide an opportunity to increase teacher awareness of the negative effects of sex and race stereotyping on students. Please feel free to duplicate any materials in this booklet which you may find useful.

## CURRICULUM ASSESSMENT GUIDE

The following questions deal with various areas of curriculum and materials. They should serve as an evaluation tool to determine the areas within your system in which to work to insure equal educational opportunity.

1. Does your system provide guidelines for evaluating materials for racial and sex-role stereotyping?

2. Are these tools in the hands of those persons choosing and ordering materials?

3. Is your staff aware that it is necessary to teach children of all ages to recognize stereotyping which exists in textbooks and materials currently in use?

4. Does your staff counteract stereotypical materials actively through discussion or creative activities?

5. Is your staff aware that sexist language and racist adjectives in materials must be brought to the students' attention and discussed as such?

6. Do lesson plans reflect an awareness of the need to acquaint students with positive role models?

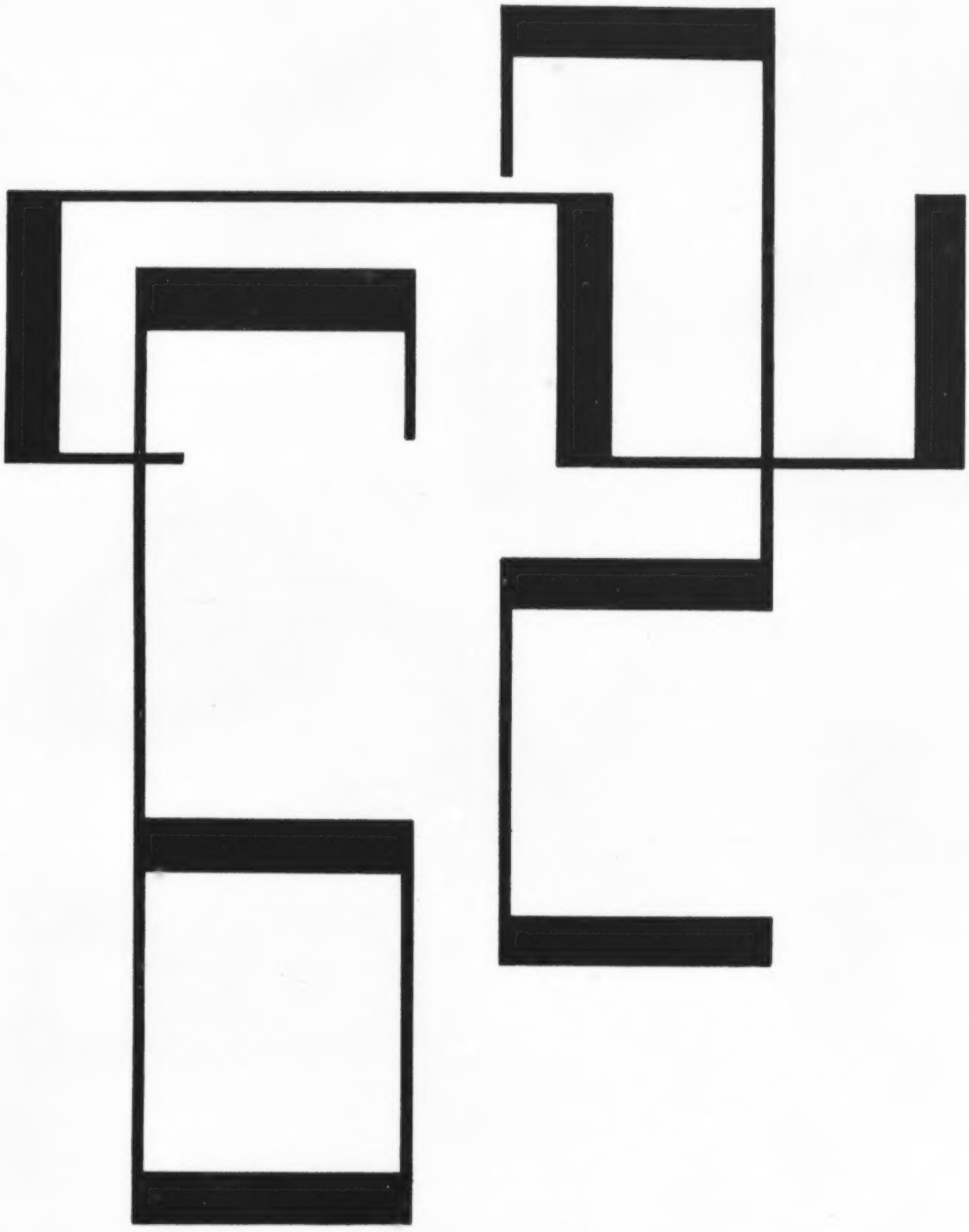
7. Are materials by and about minorities and women incorporated into history and social studies classes at all levels?

8. Do English courses include literature by women and minority authors?

9. Does your system offer courses dealing with Black and minority history?

10. Does your system offer courses dealing with women's history?

11. Are librarians aware of the importance of the library as a resource for alternative materials not yet incorporated into the formal curriculum?



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# evaluation sheets

## EVALUATING MINORITY PORTRAYALS IN FICTION

1. Are illustrations true to the people depicted, not caricatures or stereotypes?

2. Do illustrations of regional minorities present accurate representations of living conditions, dress styles, etc.?

3. Are books available showing minority peoples in a variety of life styles?

4. Do biographies depict a diverse and realistic cultural setting?

5. Are characters treated as people faced with universal problems such as earning a living, experiencing successes and failures, learning to live in a complex world of differing personalities and ideas?

6. Does the material emphasize that every human group has its achievers, thinkers, writers, artists, scientists, builders, and political leaders?

7. Are both female and male adult members of minority groups depicted in situations which exhibit them as worthy models to emulate?

8. Do materials present social group differences so that students recognize the value of our multi-cultural character?

9. Do materials help students to recognize both the basic similarities among all members of the human race as well as the uniqueness of the individual?

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Adapted from: Citizens' Study Sex Discrimination in the Kalamazoo Public Schools, 1972
and
*Eliminating Ethnic Bias in Institutional Materials: Comment and Bibliography*
Edited by Maxine Dunfee Association for Supervision and Curriculum Development, Washington, D.C., 1972

## EVALUATING FICTION FOR SEX ROLE STEREOTYPING

1 Do boys and girls participate equally in physical and intellectual activities?

2 Are girls and boys portrayed with a wide range of human responses — girls adventurous and aggressive, as well as sensitive; boys gentle as well as strong?

3. Are girls shown developing independent lives, meeting challenges and finding their own solutions?

4. Do girls aspire to a variety of career goals?

5. Do male characters respect the female characters and respond to them as equals?

6. Are mothers shown in roles other than housework or childrearing?

7. Are mothers employed outside the home in other than stereotypical jobs?

8. Are fathers shown in roles other than vocational, such as involvement with family, community and personal growth?

9. Are both parents and children of each sex involved in various household tasks?

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Adapted from Citizens' Study Sex Discrimination in the Kalamazoo Public Schools, 1972

## EVALUATING READERS FOR RACIAL STEREOTYPING

1. Number of stories where main character is a member of a minority. _____

2. Number of illustrations depicting members of a minority group. _____

3. Number of times minority children are shown:

   a. using initiative _____

   b. independent _____

   c. solving problems _____

   d. receiving recognition 2 _____

   e. inventive

4. Number of times minority adults are shown: _____

   a. in different occupations _____

   b. in positions of leadership _____

   c. teaching skills _____

   d. biographically _____

5. Ask these questions:

   a. Are minority and ethnic groups treated naturally instead of stereotypically?

   b. Do minority faces show individuality and not all look alike?

   c. Do the stories and illustrations provide positive reinforcement for the child's self-concept and aspirations?

   d. In depicting another culture, does the story go beyond over-simplification of reality and offer genuine insights into another lifestyle?

   e. Do whites in the story have power and make decisions while non-whites function in subservient roles?

   f. Are achievements of minority women and girls depicted?

## EVALUATING READERS FOR SEX ROLE STEREOTYPING

| | FEMALE | MALE |
|---|---|---|
| 1. Number of stories where main character is | _____ | _____ |
| 2. Number of illustrations depicting character who is | _____ | _____ |
| 3. Number of times children are shown: | | |
| a. in active play | _____ | _____ |
| b. using initiative | _____ | _____ |
| c. independent | _____ | _____ |
| d. solving problems | _____ | _____ |
| e. earning money | _____ | _____ |
| f. receiving recognition | _____ | _____ |
| g. inventive | _____ | _____ |
| h. involved in sports | _____ | _____ |
| i. passive | _____ | _____ |
| j. fearful | _____ | _____ |
| k. helpless | _____ | _____ |
| l. receiving help | _____ | _____ |
| m. in quiet play | _____ | _____ |
| 4. Number of times adults are shown: | | |
| a. in different occupations | _____ | _____ |
| b. playing with children | _____ | _____ |
| c. taking children on outings | _____ | _____ |
| d. teaching skills | _____ | _____ |
| e. giving tenderness | _____ | _____ |
| f. scolding children | _____ | _____ |
| g. biographically | _____ | _____ |

5. Ask these questions:

   a. Are boys allowed to show emotions?

   b. Are girls rewarded for intelligence rather than for beauty?

   c. Are there any derogatory comments directed at girls or boys in general?

   d. Do the males appreciate the company of the females or do they denigrate their interests and activities as "girl stuff"?

   e. Are mothers shown working outside the home? In what kinds of jobs?

   f. Are there any stories about one-parent families? Families without children?

   g. Do women have names, or are they known as "_____'s mother" or "_____ wife"?

   h. Do men and women share in activities? (e.g., working in a laboratory together?)

   i. How much emphasis is given to traditionally female values like compassion and tenderness, as opposed to traditionally male values like competition, daring, toughness?

   j. Are these values offered as ideals for both sexes?

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Adapted from: *Women on Words and Images*, Princeton, New Jersey
and
*Sexism in Education*, Emma Willard Task Force on Education, Minneapolis, Minnesota

## EVALUATING MATHEMATICS TEXTS FOR STEREOTYPING

1. Compare the number of girls and boys depicted in word problems dealing with money and machines.

2. Compare the number of girls and boys depicted in word problems dealing with recipes and marketing.

3. Compare the number of girls and boys shown in roles of merchants, athletes, workers outside the home, and generally *active* activities.

4. Compare the number of girls and boys shown cooking, sewing and collecting objects.

5. Are girls generally depicted in math problems as consumers, and boys as producers?

6. Do total references to boys and men in illustrations and language greatly outnumber total references to girls and women?

7. Are minority individuals represented in illustrations?

8. Are various minority groups depicted in illustrations?

## EVALUATING SCIENCE TEXTS AND MATERIALS FOR STEREOTYPING

1. Compare the number of boys and girls pictured doing experiments.

2. Compare the number of girls and boys pictured watching experiments.

3. Compare the number of women and men pictured in the role of researcher, (e.g., conducting experiments).

4. Are minority members depicted as active in the illustrations?

5. Do texts include the contributions to the field of science made by women and minority members?

## EVALUATING SOCIAL STUDIES TEXTS AND MATERIALS FOR RACIAL STEREOTYPING

Examine the books in use and list the following for *both* text and illustrations:

1. The number of jobs in which minority men are shown _____
2. The number of jobs in which minority women are shown _____
3. The kinds of jobs in which minority men are shown _____
4. The kinds of jobs in which minority women are shown _____

Under each category listed below, count the number of minority men and women mentioned by name.

| | MEN | WOMEN |
|---|---|---|
| 1. Government | _____ | _____ |
| 2. Settlers | _____ | _____ |
| 3. Pioneers | _____ | _____ |
| 4. Revolutionaries | _____ | _____ |
| 5. Abolitionists | _____ | _____ |
| 6. Scientists | _____ | _____ |
| 7. Political leaders | _____ | _____ |
| 8. Explorers | _____ | _____ |
| 9. Total number of minority individuals listed by name | _____ | _____ |

1. Do you think this is an adequate representation of actual minority contributions?
2. Can you think of minority members in these categories who were not mentioned in the book or unit? Compare with *The American Negro Reference Book* and *The Negro Almanac.*
3. Does the text supply an accurate and sound balance in the matter of historical perspective, making it clear that all racial, religious and ethnic groups have heritages which can serve as a source of group pride?
4. Does the text examine historical forces and conditions which have operated to the disadvantage of minority groups?

EVALUATING SOCIAL STUDIES TEXT AND MATERIALS FOR RACIAL STEREOTYPING (continued)

5. Does the text examine contemporary forces and conditions which at present operate to the disadvantage of minority groups?

6. Is an attempt made to analyze intergroup tension and conflict fairly, frankly, objectively and with emphasis upon resolving social problems?

7. Does the material seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy, to demand freedom and justice and equal opportunity for every individual and for every group?

8. Does the material help both minority and majority group students to identify with the educational process by providing content and illustrations which give all students opportunities for building a more positive self-image, pride in their group, and knowledge consistent with their experience?

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Questions 3-8 selected from: *Eliminating Ethnic Bias In Instructional Materials: Comment and Bibliography*, Maxine Dunfee, editor, Association for Supervision and Curriculum Development, Washington, D.C.

Other sections adapted from: Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools*, 1974, The Feminist Press, Old Westbury, New York

EVALUATING SOCIAL STUDIES TEXTS AND MATERIALS FOR SEX ROLE STEREOTYPING

1. Examine the books used and list the following for *both* text and illustrations:

   a. The number of jobs in which men are shown _____

   b. The kinds of jobs in which men are shown _____

   c. The number of jobs in which women are shown _____

   d. The kinds of jobs in which women are shown _____

   e. How many working mothers are there? _____

   f. How many fathers are raising and/or spending time with children _____

2. Under the categories listed below, count the number of females and males mentioned by name.

| | FEMALES | MALES |
|---|---|---|
| a. Government | _____ | _____ |
| b. Settlers | _____ | _____ |
| c. Pioneers | _____ | _____ |
| d. Revolutionaries | _____ | _____ |
| e. Abolitionists | _____ | _____ |
| f. Scientists | _____ | _____ |
| g. Political leaders | _____ | _____ |
| h. Explorers | _____ | _____ |
| i. Total number of individuals listed by name | _____ | _____ |

EVALUATING SOCIAL STUDIES TEXTS AND MATERIALS FOR SEX ROLE STEREOTYPING (continued)

3. How many individual women are mentioned in the book? Check the index; then compare with Eleanor Flexner's *Century of Struggle* and Edward James's *Notable American Women.*

4. Can you think of categories that might include more women than men?

5. How much coverage is the suffrage movement given?

6. Is women's suffrage presented as an idea whose time had come, or as something women fought long and hard for?

7. Is women's suffrage put into context with other reform movements? Is its relation to the abolition movement noted?

8. Are issues other than the vote discussed — property rights, education, division of labor?

9. How much information is provided about women's social and legal status, historically and at present? Is it complete enough to be accurate?

10. How much coverage is given to domestic developments, changes in the family structure, child-rearing, social welfare, and education?

11. Are these issues shown in a developmental sense or do the texts imply that they are settled?

12. How well-integrated into the text are the comments on women? Are they bunched together in special women's pages or women's paragraphs that are easily omitted from reading assignments?

13. For each chapter or unit, make a list of:

    a. what the men in this period of history were doing;

    b. what the women were doing; and

    c. what the children were doing.

14. If you cannot make three lists, the materials are not complete representations of an historical period. Ask why all three are not included.

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Adapted from: Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools*, 1974, The Feminist Press, Old Westbury, New York

*Sexism in Education*, Emma Willard Task Force on Education, Minneapolis, Minnesota

## EVALUATING THE SCHOOL LIBRARY

1. Is the collection integrated or are sections labeled for either boys or girls?
2. Does the library include materials which discuss psychology, sociology, economics, political science, and history from minority and feminist viewpoints, appropriate to students' age levels?
3. Does the library include a significant number of biographies and autobiographies by and about women and minority members?
4. Does the library include fiction which portrays minority members and females in non-stereotyped roles?
5. Do library displays include feminist and minority-related subjects?
6. Does the library subscribe to and make readily available minority, feminist, and bi-lingual periodicals and publications?
7. Do materials on career choices offer a wide variety of options for both girls and boys, or do they suggest that certain careers are for girls and others for boys?
8. Do pictorial career displays depict women and minorities in a variety of positive roles?
9. Do library materials meet the standards for non-sexist, non-racist instructional materials?
10. In selecting new library materials, consider the preceding guidelines.

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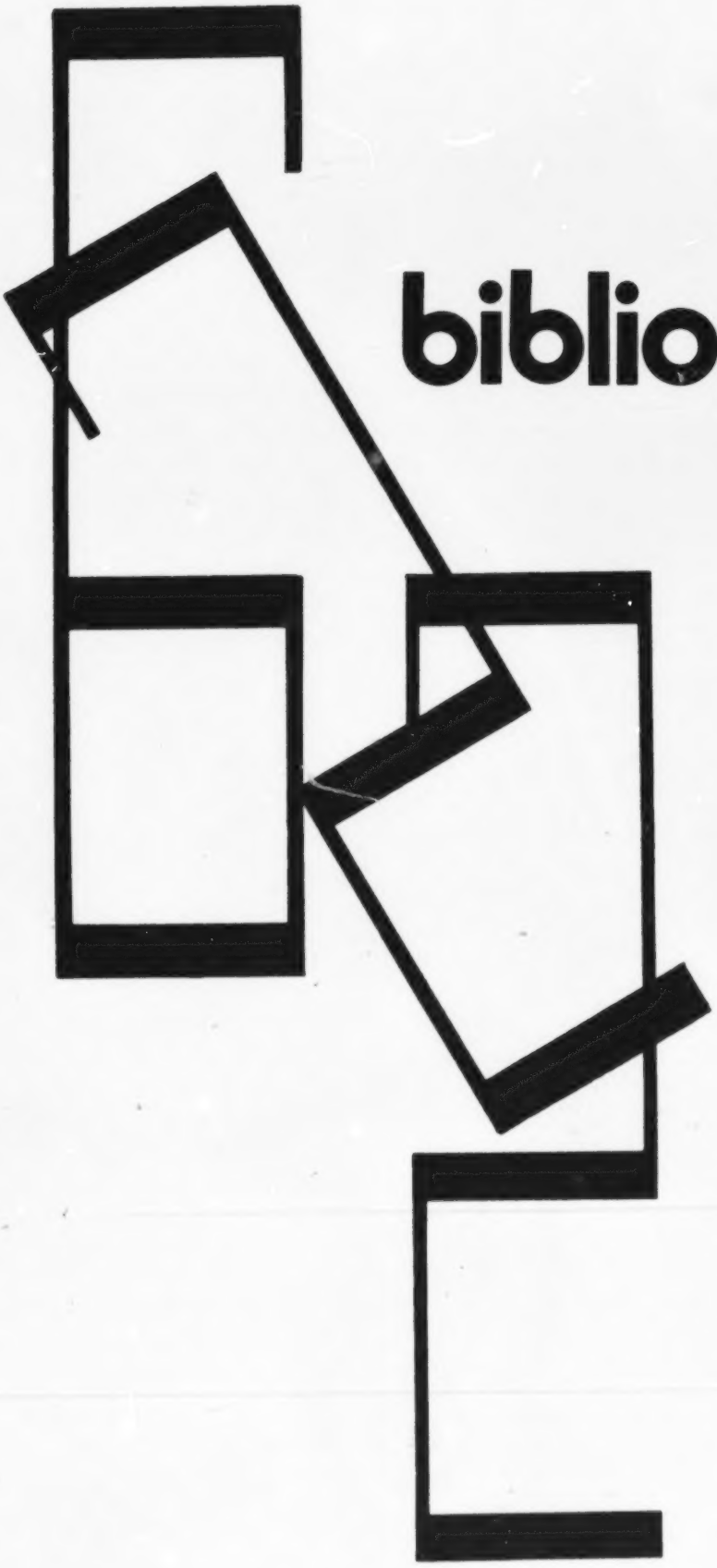
Adapted from: Pennsylvanians for Women's Rights Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education, 1974



# selected bibliographies

## SELECTED BIBLIOGRAPHIES

A. Non-Sexist Children's Books

1 *Books With Options: An Annotated Bibliography of Non-sexist Books For Children and Young People.* American Association of University Women, 420 Hawthorn Avenue, Boulder, Colorado 80302 $2.00 Annotates over 400 titles of both fiction and non-fiction ranging from picture books to elementary and young adult reading materials. All books analyzed for both content and illustrations.

2. Feminists on Children's Media. "A Feminist Look at Children's Books." *School Library Journal,* January, 1971. p. 19–24.
An examination of some highly regarded fiction for school-age children, which have won the Newbury Medal or have been recommended by the Child Study Association or the American Library Association. Article provides insights on how to judge books for positive human images.

3. New York Feminists on Children's Media. *Little Miss Muffet Fights Back.* Feminist Book Mart, 162 11 Ninth Avenue, Whitestone, New York 11357. $1.25
Bibliography of non-sexist books about girls for young readers. Discusses standards for non-sexist books as well as recommends books in the following categories: picture books, fiction, biography, history, women's rights, and readings for adults.

B. Non-Racist Children's Books

1. Carlson, Ruth Kearney. *Emerging Humanity: Multi-Ethnic Literature for Children and Adolescents.* Dubuque, Iowa: William C. Brown and Company, 1972.
Discusses the literature of various ethnic groups, including Blacks, American Indians, and Asians. Includes extensive bibliographies of literature for various grade levels.

2. Cianciolo, Patricia Jean. "A Recommended Reading Diet for Children and Youth of Different Cultures." *Elementary English* 48 (7), November, 1971. pp. 779-87.
Discusses the importance of using literature to help children acquire a positive self-image and to recognize life experiences in books. Contains brief bibliography of recommended children's books.

3. *Literature By and About the American Indian. An Annotated Bibliography for Junior and Senior High School Students.*
National Council of Teachers of English, 1973, Urbana, Illinois:
Excellent collection of books dealing with the native American.

4. White, Doris. *Multi-Ethnic Books for Headstart Children. Part I: Black and Integrated Literature. Part II: Other Minority Group Literature.* Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1969.
Extensive bibliography of books which provide positive self and group images for minority children.

C. Non-Stereotyped Teaching Materials

1. *Education and Racism: An Action Manual.* National Education Association, Human Relations, 1201 16th Street, N.W. Washington, D.C., 20036

2. *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography.* Maxine Dunfee, editor. Association for Supervision and Curriculum Development, 1701 K Street, N.W., Washington, D.C.

3. *Evaluation Guidelines for Multicultural-Multiracial Education.* Natural Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201
Provides guidelines for evaluating programs to determine whether the needs of all racial, ethnic, and cultural groups are met. For use primarily by secondary schools.

4. *Guidelines for Improving the Image of Women in Textbooks.* Scott, Foreman & Company M72. 1900 East Lake Avenue, Glenview, Illinois 60025. Free

5. Guidelines for Equal Treatment of the Sexes. McGraw-Hill Company, 1221 Avenue of the Americas, New York, New York 10020 Free

6. Johnson, Laorie Olsen. *Non-sexist Curricular Materials for Elementary Schools.* The Clearinghouse on Women's Studies, The Feminist Press, Box 334, Old Westbury, New York 11568. $6.00.
Excellent package containing materials for teachers and students. Includes teacher awareness exercises, lesson plans, and bibliographies.

7. *Teaching Ethnic Studies.* James Banks, editor, National Education Association, 1973.
A collection of articles for teachers.

8. *Today's Changing Roles: An Approach to Non-Sexist Teaching.*
Resource Center on Sex Roles in Education. The National Foundation for the Improvement of Education, Suite 918, 1156 Fifteenth Street, N.W., Washington, D.C. 20005 $3.00.
Excellent resource materials for use with both elementary and secondary classes. Lesson plan and workbook format.

9. *Viewpoint: Newsletter Series for Classroom Use.* Foundation for Change, Inc., Room 306, 1841 Broadway, New York, New York 10023.
A series of teaching newsletters which helps both teachers and students recognize and analyze materials and attitudes.

10. Emma Willard Task Force on Education. *Sexism in Education.* Box #14229, Minneapolis, Minnesota 55414. $4.00.
Includes articles dealing with sexism, consciousness-raising ideas, teaching guides, and extensive bibliography of materials and books dealing with socialization, biology, history, and many other topics.

D. Audio-Visual Materials

1. Films

a. *An Even Chance?* Foundation for Change, Inc., Room 306, 1841 Broadway, New York, New York 10023. $15.00 rental fee.
A teaching film on institutional racism.

b. *Anything You Want To Be.* New Day Films, P.O. Box 135, Franklin Lakes, New Jersey 07417. 16 mm, b/w. 8 minutes. $100.00 (Grades 5–12)
Parents and schools assure girls, "You can be anything you want to be," then systematically direct them to pursue traditional feminine roles.

c. *Chicano.* McGraw-Hill Book Company, Text-Film Division, 330 West 42nd Street, New York, New York 10036. 27 minutes. Color. (Grades 7–12)
A documentary by four San Diego Mexican Americans examining their concern for their Mexican heritage, social conditions and role in the United States.

d. *Fable of He and She.* Learning Corporation of America Color. 11 minutes animated. (Grades K–12)
Fable which challenges stereotyped sex roles and finds new ways of dividing labor so that individuals are able to work at what best suits them.

e. *Free To Be—You and Me. Ms.* 370 Lexington Avenue, New York, New York 10017. (Grades K–8)
Songs and stories which expand conventional roles.

f. *Growing Up Female: As Six Become One.* Impact Films, 144 Bleeker Street, New York, New York 10012. 60 minutes. $70.00 rental fee. (Grades 9–12)
Film dealing with female socialization through the portrayal of the lives of six women.

g. *I am Freedom's Child.* Trend Films Corporation, P.O. Box 69680, Los Angeles, California 90069. 5 minutes. Color. (Grades K–4)
Shows a multi-ethnic view of personal contact between children, their positive feelings about themselves, and how good feelings about one's self are essential to responsible membership in a free society.

h. *Immigrant From America.* The New York Times, Library and Information Services Division, c/o Swift Film Library, P.O. Box 801, FairLawn, New Jersey 07410 20 minutes. Color. (Grades 5–8)
Explores racial prejudice: Why can't black people succeed in America like white immigrants? Contrasts the experiences of white immigrant groups with those of southern black people who migrated to northern ghettos.

i. *Men's Lives.* New Day Films, P.O. Box 135, Franklin Lakes, New Jersey 07417. (Grades 7–12)
Examines society's expectations and the responses of boys growing up today.

j. *Other Women, Other Work.* Churchill Films, 622 N. Robertson Boulevard, Los Angeles, California 90069. 20 minutes. Color. (Grades 5–adult)
Realistic presentation of individual women working in non-traditional roles such as truck driver, marine biologist, pilot, roof shingler, veterinarian.

k. *Sylvia, Fran and Joy.* Churchill Films, 622 N. Robertson, Los Angeles, California 90069. b/w. 25 minutes. (Grades 6–adult)
Three adaptations of marriage and child rearing-roles are described in this film.

D. Audio-Visual Materials (continued)

2. Slide Programs and Film Strips

a. *Dick and Jane as Victims.* Women on Words and Images, Box 2163, Princeton, New Jersey 08540. $40.00 rental fee; $500.00 purchase price.
An analysis of 134 most widely used elementary school readers. Primarily for use at in-service teacher training sessions. Slides and script provided.

b. *EDV-PAK Concerned with Human Freedom.* National Education Association 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Grades 7–adult)
Part I: "The Labels and Reinforcement of Sex Role Stereotyping."
A 2-part color and sound filmstrip for students, in-service programs. Helps "bridge the gap between yesterday's restrictive stereotypes and today's world of changing perspectives."

Part II: "Cinderella is Dead!"
Open-ended study of women in the labor market. Presents a brief history, a look at the present career possibilities, and an account of what must be done to equalize the opportunities available to all students.

E. Reference Works

1. Davis, John Preston, editor. *American Negro Reference Book.* Prentice-Hall, 1966.
   Provides a picture of the Black American within the context of past and present American society.

2. Flexner, Eleanor. *Century of Struggle: The Woman's Rights Movement in the United States. New York: Atheneum, 1974. $3.95.*
   Comprehensive study of the struggle of women for the vote, equal educational and labor opportunities, and legal and social reform.

3. James, Edward T., editor. *Notable American Women, 1607–1950: A Bibliographical Dictionary.* Belknap Press. Cloth, $75.00. Paper, $25.00. Three volumes.
   A collection of brief biographies of 1,359 notable women—from Abigail Adams to Sojourner Truth to Edna St. Vincent Millay.

4. Ploski, Harry A. and Roscoe C. Brown. *Negro Almanac.* New York: Bellwether Publishing Company, 1970.
   Comprehensive historical and sociological presentation of the contributions, problems, and culture of the Black American. Extensive bibliographies included.

F. Sources of Additional Materials and Information

1. Ahlum, Carol and Jacqueline M. Fralley. *Feminist Resources for Schools and Colleges: A Guide to Curriculum Materials*, The Feminist Press, SUNY/College at Old Westbury, Box 334, Old Westbury, New York 11568. $1.25
   Comprehensive bibliography of materials dealing with sexism in education from the elementary level through college. Also contains list of addresses where further information may be obtained.

2. *Commission for Civil Rights.* Washington, D.C. 20425.
   Information for materials dealing with racism.

3. *Community Change, Inc.* P.O. Box 146, Reading, Massachusetts 01867.
   Individuals attempting to eliminate the barriers to justice, equal opportunity, and personal growth in our society.

4. *The Feminist Press.* Box 334, Old Westbury, New York 11568.
   Non-profit, tax-exempt educational press publishes books written by and about women. *The Clearinghouse on Women's Studies,* an educational project of the Press, houses the country's most comprehensive collection of women's studies materials. Catalog available.

5. *Foundation for Change, Inc.* Room 306, 1841 Broadway, New York, New York 10023.
   Provides teaching materials for classroom use to combat racism in school and society.

6. *KNOW, Inc.* Box 86031, Pittsburgh, Pennsylvania 15221.
   Distributes an extensive selection of articles, reprints, and collections of women's studies curricula appropriate for school and college use. For price list, send a self-addressed, stamped envelope.

7. *National Organization for Women.* 1975 East Seventy-third Street, Chicago, Illinois 60649.
   Resource for materials by and about women.

8. *New England Free Press.* 60 Union Square, Somerville, Massachusetts 02143.
   Prints and distributes an extensive selection of articles and pamphlets appropriate for high school and college courses. Price list available.

9. *U.S. Department of Labor Employment Standards Administration Womens Bureau,*
   JFK Federal Building, Room 1612C, Boston, Massachusetts 02203.
   Extensive materials showing women in a wide variety of occupational roles.

For assistance contact the Bureau of Equal Educational Opportunity, Massachusetts Department of Education, 182 Tremont Street, Boston, Massachusetts 02111, at (617) 727-5880 – *Sally Dias, 622 Project Director* – or any of the regional education centers listed below:

Greater Boston Regional Center, 54 Rindge Avenue Extension, Cambridge, Massachusetts 02140
(617) 547-7472 – *Mary Kay Tetreault*

Northeast Regional Center, 1551 Osgood Street, North Andover, Massachusetts 01845
(617) 687-3351 – *Natalie Miller*

Pittsfield Regional Center, 188 South Street, Pittsfield, Massachusetts 01201
(413) 499-0745 – *Charlesetta Simpkins*

Southeast Regional Center, P.O. Box 29, Middleboro, Massachusetts 02346
(617) 947-3240 – *James Mignard*

Springfield Regional Center, 2083 Roosevelt Avenue, Springfield, Massachusetts 01104
(413) 734-2167 – *Charlesetta Simpkins, Delois Swan*

Worcester Regional Center, Beaman Street, Route 140, West Boylston, Massachusetts 01583
(617) 835-6267 – *Patricia Brown*

## ACKNOWLEDGEMENTS

We wish to thank the following publishers for the materials used in preparation of these guidelines:

Association for Supervision and Curriculum Development, Washington, D.C.

Citizens' Study Sex Discrimination, Kalamazoo, Michigan

Emma Willard Task Force on Education, Minneapolis, Minnesota

The Feminist Press, Old Westbury, New York

National Foundation for the Improvement of Education, Washington, D.C.

Pennsylvania Department of Education

Women on Words and Images, Princeton, New Jersey

Special thanks to Rosemary Trowbridge for several film annotations and to Beverlee Anzalone for her assistance in providing materials.